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pert, introduced into the public schools of New York has been used by the Barnard School for Boys since it moved hree years ago to its new building at Fieldston, overlooking the play-grounds of Van Cortlandt Park, at the terminus of the Broadway subat Fieldston.

way. West 242d street, The Barna School has the longer school day, e tending from 5 A. M. to 5:39 P. M. the boy wishes to remain so long, as the does. Earnard School has the long ol year, including Saturdays, if boy wishes to come, and he dos. The number of days is 305, as compared with 290, the present number in the New considered as a lesson learned by a

growing boy.

There is a place for an efficiency engineer in American schools. By means of ofte the American boy can overcome the lead of two years which the European boy has gained in the course of his education. The longer school day his education. The longer school day, in bringing this about. A group of Bar-nard boys took the Columbia examina-tions in January last and brought home the report of only two failures out of wenty examinations. Dr. Charles L. Dana, the neurolexist, has recently said that the American boy is not a tender plant. This view has been borne out by our experience. By a wise supervision plant. This view has been norme on by our experience. By a wise supervision everwork and play, we have found that the day of the Barnard boy may be very full. He thrives upon it and is able to

sible by the training they take his part because the number limited and he is needed. There is no overtraining of the few at the expens of the many. This is true whether it is a spelling match.
Good results arise from a very close

Barnard School for Roys is, The classes are small, averacing ten, in some cases less. Opportunity is given to pay special attention to the individual needs and characteristics of the hoy. The first step is to get the hoy enthusiastic about his work, to get the hoy enthusiastic about his work, to get him interested in his school, his studies his tenchers. The boy will then seek knowledge of his own will; the teacher works in his proper sphere, not by making minds according to his own ideas, but by leading out the student's mind and thus preserving the boys individuality. The individuality of teacher are important considerations In the close personal touch between the boy and the teacher at Barnard, they are not forgetten.

It is the policy of the Barnard School

in the way of vocational guidance to discover the particular bent shown by each boy in his school life. In addi-tion to this an effort was made just hefore the last Easter holiday week to learn just what vocation the members of the graduating class the members of the graduating class themselves had in mind after the college course. The school secured a position for each boy accordingly in downtown offices, that he might see his life job in actual operation. The Importers and Traders National Bank, the Metropolitan Life and The Sun were among those who consented with us along ropolitan Life and Tur Sun were among those who cooperated with us along this line. The boys spent their Easter week by filling their positions with marked enthusiasm, and giving glowing reports of their work on their return to school. They worked all the harder the rest of the year preparing for their college entrance examinations.

Some one has said that the time a boy spends at school is not merely a preparation for life, but it is life itself. Such is the case at the Barnard School

preparation for life, but it is life itself. Such is the case at the Barnard School for Boys. By a nicety of arrangement between study, recitation, work and play, the minutes are not lost. With this economy of time, a heneficial and enjoyable school life is realized, in which both teacher and student participate. The teacher has an opportunity to make his influence feit at a time when the boy is most susceptible during what would usually be his leisure hours. The boy's social nature has a chance to unfold; he learns to associate with his follows in the various school activities ground and playmates are at hand. A respect for authority and a sense of duty to the little community of which he forms a part are awakened. Along he forms a part are awakened. Along with his preparation for college, he has a share in school government, especially that part of it which has to do with the outdoor life. Each year the students elect a council to whom matters of government and other phases of school life are referred, all of which makes for good citizenship.

The Barnard School for Girls, at 421 West 148th street, offers a training from kindergarten to college preparation. In studying the question of school tion. In studying the question of school efficiency for eighteen years, the school has found the important factor to be the teacher, therefore it has chosen its the teacher, therefore it has chosen its the teacher.

teachers most carefully, not only as to secholarship and training, but as to char-acter and refinement. As the principal

"We know our teachers timately, not only in the school, but in their home life." twenty teachers in a school of 180 pupils means an average of nine pupils to a teacher, which makes individual attention a reality and a close reversation.

tografulation to college or to the assumption of other duties she or he is encouraged to feel that friendly help, not stern command, is to be expected from the teacher. This mutual understand may be student. By considering how this greatest bunefit and progress for the student. By considering how this policy is felt in the activities of each school it is possible to understand why the "Barnard Idea" is year by year iestomal work of New York city.

The school is under the direction of the direction of the character of the pupil and harmony of line and color in the cise a powerful single influence upon the cise a powerful single influence upon the cise a powerful single influence upon the cise apowerful single influence upon the designing, making of hats: dressmaking, costume designing, making of hats: dressmaking of hats: dressmaking of hats: dressmaking of hats: dressmaking of inchesis panels in the resigning in the extent upon in thitative. In the intitative, i

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cause the incentive, the motive power, is

within each pupil.

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e home in keeping its girls simple and

wholesome. It offers opportunities for outdoor life and for social recreation of its pupils. The school is in hearty sympathy with the idea of the Parents League of New York city, of which its principals are members.

After all, the test of any system is results. The school points with which its

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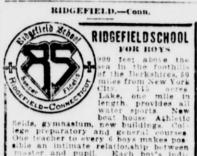
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